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ABSTRACT

This journal, designed as a forum for the exchange of ideas among research and planning professionals, offers articles of research studies and practices. After Timothy Lightfield highlights upcoming professional association events, Janice S. Ancarrow's article, "The National Vocational Education Data Reporting and Accounting System (VEDS): Its Utility for Community College Planning and Research," provides background on the VEDS and the kind of data it offers. Next, Mary Kathryne Baratta explains "A Model for Instructional Program Evaluation," based on the system at Moraine Valley Community College, Illinois. "Use of the Community College Goals Inventory in Allocating Appropriate Priorities to Institutional Goals and to Estimate the Change of Priorities Needed to Achieve Intended Outcomes," by Madan Capoor, provides guidelines for aligning existing and desired goals and allocating resources to reflect changed priorities. Next, Roger Yarrington reports on a meeting of the National Council in Research and Planning, during which eight indicators of the scope and nature of community college services were identified. After the presentation of three book reviews, John M. Nickens' article, "What Criteria Community College Students Would Like to Rate about Teaching," describes a study of student attitudes regarding their input in faculty evaluation. The journal concludes with an annotated bibliography of ERIC documents on institutional research. (AYC)

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Community College Journal for Research and Planning

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Fall 1981
Volume 1 Number 2

PURPOSE

The Community College Journal for Research and Planning provides a forum for the exchange of information among members of the association and among professional colleagues in the field of research and planning. The journal is multi-purpose and diverse in its articles and information; however, it is unified in its purpose to be of service to professionals working in the fields of Community College research, management and planning.

The journal is designed to provide an outlet for research and discussion on issues important to community college researchers and planners. It also serves as an information source for all elements of higher education interested in institutional management. The journal meets a need to communicate the findings and achievement of research and planning professionals concerned with issues of concern to community colleges.

Community College Journal for Research and Planning

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Instructions to Authors

All manuscripts will be reviewed and considered for publication. Manuscripts should be submitted in duplicate, double-spaced on 8½ x 11 white bond. There are no restrictions on the size of the manuscript or the topic reviewed except that articles serve the needs of community college research as stated in the purpose. Style of the journal will conform to the guidelines found in the Publications manual of the American Psychological Association. Correspondence and manuscripts should be submitted to the Editor, Edith Carter, New River Community College, Dublin, Va 24084.

COMMUNITY COLLEGE JOURNAL FOR RESEARCH AND PLANNING

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THE PRESIDENT'S FORUM

As President Elect for the NCRP, I have the duty and privilege of proposing the forums and presentations to be sponsored by the Council at national meetings. The Council would like to sponsor programs at the annual meeting of the AACJC in St. Louis (April 4-7, 1982) and the AIR Annual Forum to be held in Denver (May 16-19, 1982). This forum message will share these proposed presentations with you and ask for your support in encouraging participation and involvement.

AACJC CONVENTION-- American Association of Community and Junior Colleges

*Forum Presentation--"Systems Aren't Enough!"

This forum would focus around three presentations by presidents of community colleges and their respective experiences to concentrate on the organizational climate and staff development. The focus of the presentations will be how to complement institutional managing systems with a focus on building and maintaining a healthy organizational environment. Several colleges have excellent and exemplary managing systems in place but have begun now to focus upon demanding a healthy environment so these sophisticated systems can obtain maxium potentials. What have been their experiences? What research and analyses have been conducted to measure and to intervene in these areas?

*Special Business Meeting--NCRP

On the third day of the convention, AACJC has set aside time to provide the opportunity for special meetings of the various groups and associations.

The NCRP will hold a morning breakfast meeting to deal with the general topic of "The Future of NCRP: Where Do We Go From Here?"

*Workshop on "The Formulation of Planning Trends, Assumptions, and Institutional Commitments"

The AIR Convention provides the opportunities for a limited number of workshops for indepth skill building, sharing or exchange around a specific topic. NCRP is proposing a workshop focusing upon how executive managers may arrive at and prepare planning trend information statements and assumptions for the community college. The emphasis will be upon building a planning base for responding to community needs through preparation of sound models for trend identification and development of planning assumptions and institutional commitments. The workshop will involve presentations of four exemplary models from representative institutions. Participants will select two different approaches or schemes and work their way through the processes, develop example trend statements, planning assumptions, and sample institutional commitments.

AIR FORUM (Association for Institutional Research)

*Panel Presentation: "Reports Are Nice Reading"

This will be a panel presentation focusing on particular examples of institutional decisions and policy directions of consequence made on the basis of special or ongoing research reports. Emphasis will be upon the quality of the actual reports, the sensitivities to the political processes within the institution,

report packaging, the particular organizational structure, and other such matters which contributed to the research report being read and being utilized for the decision made.

In preparation for the panel presentation, a survey will be conducted of NCRP members to identify selected examples of political or qualitative issues that have been addressed and decisions impacted based upon a recent research report. This survey is currently underway, and members are encouraged to volunteer an exemplary report for the case study. The panel will consist of professionals who have been directors of institutional research and then moved to other executive decision-making positions. The panelists are expected to build from their research and planning background to what it is that they now, as executive decision-makers, see as consequential in the research reports that impact major institutional policy decisions.

*Business Meeting--NCRP

NCRP will also hold a business meeting and a cash bar reception or coffee hour during the AIR Forum. These sessions will be chaired by the 1981-82 President of NCRP, Dr. Kathy Baratta.

E. Timothy Lightfield
President Elect
1981-82

THE NATIONAL VOCATIONAL EDUCATION DATA REPORTING AND ACCOUNTING SYSTEM: ITS UTILITY FOR COMMUNITY COLLEGE PLANNING AND RESEARCH

Janice S. Ancarrow

Introduction

At the community college level there are vast information needs which must be satisfied in order to operate effectively. This article is an attempt to provide community college institutional researchers and planners with examples of local needs which may be addressed by the Vocational Education Data System (VEDS); a brief history of the development of VEDS; an explanation of the forms or information required at the local level; a rationale for data collection; and a summary of long-term uses of data.

VEDS is an invaluable tool for local planners who must have answers to questions such as:

1. What are the costs of instruction, administration, special services, and facilities?
2. How effective is a specific course or program? What are the specific placement rates and other program outcomes?
3. Do employers feel students are well prepared?
4. How do other groups of institutions offering vocational education compare with community colleges in terms of enrollment, staff, finance, and placement?
5. What are the characteristics of students who successfully complete a program?

National estimates are now available through VEDS based on local records which are aggregated by State and which offer comparability on the issues described above. In the future postsecondary data will be further broken down to provide separate National statistics on community colleges.

VEDS data which is aggregated by State is a rich source of material for institutional researchers who want to make comparisons on issues such as:

1. Specific target group services (e.g., blacks, women, Hispanics). Are we in compliance with civil rights legislation? How do our services compare with similar institutions?
2. What is the relationship between male/female program completer salaries and specific programs?
3. How do race/national origin/sex of teachers interact with employment by program area?
4. Is there a relationship between race/national origin/sex and vocational education program area?

How are these issues addressed by VEDS, and how can such analyses be accomplished? First, a closer look at the purpose and development of VEDS is necessary for understanding the interface between the local data needs and the contributions of these local data, State aggregation, and finally National estimates in meeting those needs.

Background of VEDS

The Education Amendments of 1976 (Public Law 94-482) required the National Center for Education Statistics (NCES) to develop, implement, and operate a National Vocational Education Data System. Congress required that this system be designed to provide reliable data on vocational students, program completers and leavers,

staff, facilities and expenditures. Stated another way, Congress requires VEDS to show, "Who is being served in vocational education?" "What are they being served?" "What is being accomplished?" and "What is the cost?"

VEDS' purpose is to provide accurate information on vocational education as it is conducted through State-plan programs (under the Vocational Education Act) in the public schools and various postsecondary institutions. It is designed to offer improved and consistent information to Congress and the various States. It includes two key elements: first, a reporting system based on collecting State-level totals; and second, an accounting system designed to establish record-keeping standards at the local or State level.

The standards are established to facilitate program audits, comprehensive planning, and evaluation activities. The VEDS system also provides information on the number of persons being prepared in various occupational fields. These data must be linked with other data on preparation of persons trained for employment, including persons under the Comprehensive Employment and Training Act (CETA), and they will be used by State occupational information coordinating committees and economic development councils. The resulting data base will be automated so that this information can be updated annually and used for a wide range of special analyses of interest to Congress, State education agencies and State legislators, vocational education planners, administrators, counselors, and analysts; and students and their families.

In 1980 the first data were collected on recent vocational education program completers and leavers. A sample of these students was followed to determine the extent to which program completers and leavers find employment related to their training. A sample of employers was asked to assess employee job competency and work attitudes in order to clarify the two key elements of VEDS listed above which are inter-related (reporting and record-keeping systems). They are described further in the ensuing pages.

Reporting System

The VEDS reporting system was designed to replace the one previously administered by the Bureau of Occupational and Adult Education (BOAE, now OVAE) in the former U.S. Office of Education. VEDS has the following data collection parts:

-Education Component
-Education Finance Component
-Educational Impact Component

These three segments form the evaluation and accountability component which will provide a systematic monitoring and management tool for determining the effectiveness of vocational education and for developing policies for its improvement. There are four basic accountability areas: access, effectiveness, efficiency (cost), and comparisons with other systems. Congress specified that any State receiving assistance under the Vocational Education Act (VEA) shall supply information required by NCES and comply in its reports with the information elements and definitions prescribed.

Five annual surveys, requiring seven sets of forms/reports, comprise VEDS and include the data elements listed below in Figure 1.

Figure 1. VEDS Surveys, Reports, and Data Elements

1. Enrollment and Completion:

(Form 2404A) instructional program, by sex, race/ethnic origin, and stream (secondary; postsecondary: (a) Regionally accredited, (b) State approved, (c) Other postsecondary); apprentice and cooperative programs, completions by instructional program; leavers by program stream; legislative purpose; and number of targeted students benefiting from Federal funds (handicapped, disadvantaged,

limited English proficiency).

2. Teacher/Staff:
(Form 2404-A-1)

total staff by program assignment, by sex, by expenditures, and part-time versus full-time.

3. Finance:
(Form 2404-2)

expenditures by Federal and non-Federal sources, functions, instructional areas, handicapped and disadvantaged, and institutional streams. National priority programs, basic grants, program improvement and supportive services, consumer and home-making education

4. Student Follow-up:
(Forms 2404-5 and 2404-A-7)

employment/education status of completers and leavers, by field of employment; instructional program, grade, stream, and earnings, by field of employment; instructional program and sex. Degree or award conferred.

5. Employer Follow-up:
(Forms 2404-6 and 2404-8)

evaluation of employee's technical knowledge, work attitude, and quality; overall rating; and relative preparation by instructional program and stream.

These data are reported to the State by four primary

streams of respondents:

-Secondary institutions
-Regionally Accrediated Postsecondary Institutions
-State-Approved Postsecondary Institutions
-Other Postsecondary Institutions.

A separate set of forms is submitted by each State for each stream. These data are aggregated at the State level and then reported by the State to NCES.

Each required data input report, while providing necessary information about a particular functional program component, also is part of the larger system. Information on students, staff, finance, facilities, and programs is closely interwoven.

The current schedule of National surveys in the Vocational Education Data System's program is presented in the following table:

Vocational Education Data System Surveys

Table 1

Surveys	Year of Data Collection			
	1978	1979	1980	1981
Enrollment, staff, finance		___	___	___
Student follow-up			___	___
Employer follow-up			___	___

The VEDS system came into being with the collection of data for the school year 1978-79. (A data tape is now available at NCES on these enrollment, staff, and finance reports for 1978-79). Data for the second year

of the series were due from the States on February 2, 1981. (These data are now being processed at NCES). Follow-up data on students and their employers were collected for a sample of the 1978-79 students who left or completed their programs during the ensuing year. These data were reported to NCES on February 2, 1981; corresponding data for the 1979-80 school year will be collected on December 1, 1981. Most institutions will complete their data collection by July of each year for aggregation by the State and submission to VEDS in December of each year.

Uniform definitions of terms contained in the National forms and instructions were developed by the VEDS planning task force which was composed of representatives within the Department of Education from NCES; BOAE; Office of Planning, Budget and Evaluation; Bureau of Education for the Handicapped; and the National Institute of Education. In addition, representatives from the National Occupational Information Coordinating Committee; the Employment and Training Administration, of the Department of Labor; and the Office for Civil Rights served on the task force. Only minor editorial refinements have been made in these definitions.

Given the National reporting requirements, what information should the States maintain or collect from local institutions? This question leads to an elaboration of record-keeping standards.

Record-Keeping System

Essential to the VEDS data collection effort is the activity performed at the local level to create, maintain, and transmit data. In each State Education Agency (SEA), aggregated data reports are completed on the basis of information obtained from institutions in the four provider streams. How the State gathers these data, and how the provider institutions maintain it are essential to the completion of the VEDS forms.

The most efficient method would be to maintain a unit record system that makes it possible to aggregate data on an individual record basis.

It should be emphasized that unit records, rather than aggregated data, should be maintained, but not reported to VEDS. A unit record data system is preferable to an aggregated data system since data can be audited directly under a unit record system. The original data base of VEDS at the local level should consist of four major sets of records: enrollment and completion, teacher/staff, financial status, and completer/leaver follow-up.

As a result, the questions raised earlier about who is being served--how many, what their programs are, their sex, their race, their special needs--can all be answered from data in the Student Unit Record. Questions about what they are being served--the programs--also can be answered from the same data source. Questions about what is being accomplished--how many are completing, what their success is in finding employment, how well their training has prepared them for employment--can be measured when the data have been expanded to include follow-up data. Questions about cost--both the personnel and financial resources, by program and by the goals and purpose of legislation--can be answered by combining three data sources (Student, Staff, Finance).

Other questions of interest at both the State and local level can also be answered from the combined data. For example, the general question of "How effective is a specific program?" can be addressed as several specific questions, such as:

1. On the average, how much does it cost to educate one student? One way to answer is by counting the number of students in the Student Unit Record and dividing by costs for the program from the Financial Unit Record.

ii. What proportion of this program's graduates find related employment?

iii. How much does it cost us to educate one student who obtains a job he or she was trained for? This can be answered by combining enrollment, follow-up and financial data.

iv. How do costs per pupil compare to those of other institutions?

v. If our relative costs are high, are they due to low pupil/teacher ratio or high costs?

The number and types of questions that can be asked are virtually unlimited, for VEDS is a functional data system designed with linkages that allow specific and complex questions to be answered readily.

As an example of the actual data available through VEDS for 1978-79, Table 2 contains enrollment by major program area by educational level.

The system is a feedback loop: this and many other tables are provided by VEDS to the States; and the States, in turn, make the information available to the local representatives. Thus, the circle is complete: from the unit records originating at the local level; through State and National aggregation; and, finally back to the local level for practical applications. (The Condition of Vocational Education published by NCES is available from the Government Printing Office. It contains detailed analyses of VEDS data).

Within the VEDS data which are accessible at NCES for the 1978-79 program year, some of your local questions may not be answerable now. However, for the questions listed in the introduction of this article, answers are possible within the 1980 VEDS data; and, at your local institution, these questions may be answered by referring to your local unit records.

VOCATIONAL EDUCATION PROGRAM AREA BY LEVEL
VEDS Part A Enrollment
(Includes Imputed Data)
1978-79

TABLE 2

Program	Total	Grades 11 & 12	Post-Secondary	Adult (Long-Term)	*Adult (Short-Term)
Agriculture	389,439	320,589	47,434	21,416	104,237
Distribution	553,907	289,167	208,595	56,145	208,183
Health	387,275	85,999	205,679	95,597	206,005
Home Economics	244,756	162,110	57,977	24,669	83,622
Office Occupations	1,867,085	1,086,465	597,149	183,471	379,614
Technical	343,603	18,331	286,485	38,787	75,044
Trade & Industrial	1,736,289	952,105	366,580	417,604	839,997
Other, NEC	159,943	124,641	24,280	11,022	46,938
All States, All Programs	5,682,297	3,039,407	1,794,179	848,711	1,943,640

*Not included in the Total column.

Conclusion

A number of agencies, organizations, and key individuals played important roles in developing the dimensions and characteristics of NCES's Vocational Education Data System. Most Federal agencies with education interests have been significantly involved, with multiple representation in several of the meetings. They were involved in planning meetings on individual projects, and they participated in the extensive consultations which characterized the development of the VEDS program. All of these interactions emphasized the need to develop better information on job training activities and participants.

As VEDS evolves, the reporting instructions are clarified; 1982-83 forms will be modified to include updates of instructional program taxonomy, Standard Occupational Classification codes, and to reflect the needs and problems of the users. As a result, errors are eliminated in data collection, reporting, and tabulation at every stage.

The vision of productive National employment planning and timely and unbiased career guidance is gradually becoming a reality in VEDS.

For further information on VEDS, contact: Dr. Robert L. Morgan, Project Director, VEDS, National Center for Education Statistics, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202. If your institution uses the VEDS system in planning or research, please inform Dr. Morgan (301) 436-6348. This will further the establishment of a VEDS information-referral-and-resource exchange which may contribute to solving local problems.

(NOTE: Contribution of the National Center for Education Statistics, U.S. Department of Education).

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FALL 1981

A MODEL FOR INSTRUCTIONAL PROGRAM EVALUATION

Mary Kathryne Baratta

A strong incentive for systematic and comprehensive program evaluation in community colleges is provided by declining rates of enrollment growth, declining levels of external funding, increasing concern about accountability and increasing competition for allocation of local resources. Although Moraine Valley Community College had well developed procedures for student follow-up, faculty evaluation, unit-cost analysis, etc., these elements were incomplete and lacked integration into a systematic program evaluation system.

The staff at Moraine Valley Community College were interested in determining the quality of the educational programs that were offered. A committee was formed to study the problem.

A review of the literature on educational evaluation revealed many contemporary evaluation models which an institution could adopt or adapt. For example, Fortune and Hutchinson have developed a decision-oriented evaluation model (Benedict, 1973). In addition, Worthen and Sanders (1973) compared significant characteristics of the well known evaluation models developed by such authorities as Alkin, Hammond, Metfessel and Michael, Provus, Regional Accrediation, Scriven, Stake, Stufflebeam, and Tyler. A review of evaluation studies (e.g., Jacobs, 1970; Zepeda, 1975) indicated extensive use of Stufflebeam's CIPP model to evaluate developmental projects in large school systems. The CIPP model was chosen for application

to programs at Moraine Valley on the basis of the CIPP purpose, emphasis on decision-making, the role of the evaluator (Worthen and Sanders, 1973, pp 212-215), popularity, and relevance for accountability (Stufflebeam, 1971).

Components of the Evaluation System.

The evaluation system as used at MVCC is conducted in four phases: program selection, program evaluation, feedback and response, and impact evaluation, see Figure 1.

Selection of Programs to be Evaluated.

The Office of Institutional Research is responsible for designing, collecting, analyzing, and scheduling the evaluation. Since MVCC offers more than 50 programs, it is burdensome both financially and timewise to evaluate all of the programs in-depth each year. Therefore, a program review model was developed to determine the programs to be considered for evaluation. The model is based on program enrollment, placement of graduates, unit cost, program attraction, and program retention. This information is substituted into a formula to determine an index number for each program. The index numbers are then rank ordered and the programs eligible for evaluation are identified (Baratta, 1976). The results are then forwarded to the Vice-President of Instruction who makes the final determination of which programs are to be evaluated.

The Audit System.

In phase two the actual program evaluation takes place. A model was developed for the in-depth program evaluation that centered around program documentation, facilities, operations, student information, costs, job market information, and graduate information. See

FIGURE 1

NVCC'S PROGRAM EVALUATION SYSTEM

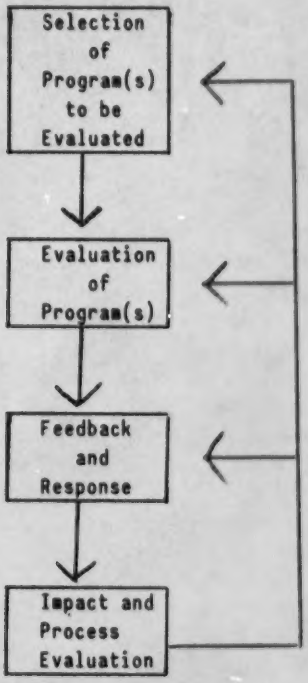

Table 2 for specific data items collected. The information is then integrated into a document that could be called an audit report, data book, or fact book. In the front of the audit report is a summary written by the Institutional Research Office of the salient points under each category. This one document provides an administrator with (as indicated in Table 2) almost everything there is to know about a program.

Feedback and Response.

A peer group-intergroup model (Alderfer and Holbrook, 1973) is used to present written and oral feedback of program evaluation data to campus administrators, program faculty, and program support staff. At their respective levels of responsibility, college staff prepare "action-oriented" responses to the evaluative data using both the college's management-by-objectives system and a local extension of the response system developed by the Illinois Board of Adult, Vocational and Technical Education (Sampson, 1975 and Van Raes, 1975). Observations, conclusions, recommendations, reactions and/or actions to be taken, and target dates for completion of tasks become an action plan. The "Action Plan" is than reproduced and disseminated to all involved units.

The action plan is an integral part of the Program Audit System. The purpose of an action plan is to focus attention and effort on a series of elements identified in the audit study as having some potential for improvement. It is a means of stating such elements in an organized manner, enabling formulation of sequential tasks to be accomplished, the end result of which is program improvement. For a sample page from an action plan see Table 3.

TABLE 2. OUTLINE FOR AUDIT SYSTEM

I. Program Documentation

- A. Program control document
- B. Course outlines
- C. Relationship between program control documents and course outlines

II. Facilities

- A. Physical facilities (strengths, weaknesses, and adequacy)
- B. Equipment inventory (list and condition)
- C. Faculty evaluation of instructional space, facilities, supplies, and equipment

III. Operations

- A. Personnel (academic credentials, work or field experience, preparation for teaching, teaching experience, and student evaluations)
- B. Student success rate by instructor by course
- C. Course scheduling patterns
- D. Staff dynamics
  1. Faculty evaluation of staff relationships
  2. Faculty evaluation of support services
  3. Student evaluation of support services

IV. Student Information

- A. Student demographics (race, sex, residence, age, and credit hour load)
- B. Enrollment trends in the program
- C. Enrollment trends in program courses
- D. Program retention rates
- E. Program in- and out-migration
- F. Induced course load matrix
- G. Student performance in courses
- H. Student success rates in core program courses

Table 2. (Continued)

V. Costs

- A. Cost revenue per course per student
- B. Student cost per program

VI. Job Market Information

- A. Manpower needs, trends, salaries
  1. National
  2. State
  3. Local
- B. Local community colleges granting similar degrees
- C. Employment status of graduates

VII. Graduate Information

- A. Evaluation of vocational training
- B. Evaluation of program courses
- C. Employer evaluation of graduates

TABLE 3

PROGRAM AUDIT ACTION PLAN

Area: Instruction

Program: Law Enforcement

Observations & Conclusions	Recommendations	Specific Actions Planned		Target Date
1. PP. 4-8: Employment opportunities in the Metro-area are expected to remain stable through 1981 with improving opportunities in some aspects of law enforcement careers for women. P.15: The percentage of enrollment accounted for by women has doubled (8% to 16%) in the past five years.	1.1 Efforts to maintain the program enrollment should be continued.	1.1-1	Maintain	on-going
	1.2 Explore the possibility and feasibility of expanding the Law Enforcement concept, including a wider variety of law enforcement related careers.	1.2-1	Commission a needs and feasibility study by Office of Institutional Research	2/78
		1.2-2	Dean of Division meet and discuss possibilities with POS staff.	6/78
		1.2-3	Review ideas with Advisory Committee to evaluate feasibility and potential.	10/78
		1.2-4	Formulate recommendations.	11/78
		1.2-5	Present recommendations to Dean for Occupational Education.	12/78

TABLE 3 (CONTINUED)

Area: Instruction

Program: Law Enforcement

Observations & Conclusions	Recommendations	Specific Actions Planned		Target Date
2. PP. 9-11: Though a draft of a "Program Control" has been completed, it has not been approved. Some of the elements are rather general and need more specification and definition. Other elements need to be relocated within the document.	2.1 Amend and improve the Program Control for approval.	2.1-1	Review draft with appropriate personnel.	12/77
		2.1-2	Revise identified elements and submit Control for approval.	6/78
3. PP. 9-10: The POS course outlines, most of which were written several years ago, are on the old format, and there are discrepancies between the course descriptions as stated on the outlines and as contained in the catalog. Course objectives as currently contained in course outlines are not consistently measureable in terms of expected student performance.	3.1 Update course outlines, using the new outline format and basing the content of courses on needs identified in an approved Program Control.	3.1-1	Distribute Program Control and course outline format to faculty.	8/78
		3.1-2	Revised course outlines completed and submitted.	6/79

Impact Evaluation.

The final phase involves impact evaluation. Using procedures adapted from Cunningham (1964), Hall, et al. (1975), Dester (1976) and Willett (1974), the impact of program evaluation on program development is assessed and the evaluation processes are reviewed.

Six months after the completion of the audit, the Institutional Research Office begins its impact and process evaluation. The following questions guide the evaluation: What is the status of the recommendations? If there was implementation of the recommendation, how long after the audit was the implementation completed and how much did the audit influence implementation? If the recommendation is approved, when will the recommendation be implemented? Who will be primarily involved? Finally, if no action has been taken, questions such as "why not?" must be answered. Appropriate revisions are made in the instructional program evaluation system based on this impact and process evaluation.

Implementation Problems.

Though the evaluation system has worked well at MVCC and has produced beneficial information, it would be inaccurate to say that the implementation of the system has been without problems. Some of the problems involved in implementing the audit model included: delineating data to be collected, classifying data elements according to audit components, and maximizing the impact of study results on decision-making.

Delineating data to be collected is one of the most complex tasks in almost every evaluation study. Calendar, budget, and staff limitations did not permit the application of all tasks outlined in a PERT chart.

However, five procedures were followed to delineate data to be collected in the program evaluation system. First, a conceptual design for an institutional evaluation model which differentiated course, program, and program area considerations was utilized. This model helped establish parameters within which to design the program evaluation. Second, MVCC's evaluation activities were coordinated with those of the Illinois Board of Vocational Education and Rehabilitation and the Illinois Community College Board. Third, the institutional evaluation system was implemented on an incremental basis, starting with existing data and procedures then adding what was feasible within time, cost, and staff constraints.

Fourth, data elements included in reports from other institutions using program evaluations were reviewed. Fifth, brainstorming and review sessions were conducted. Each of these procedures was helpful in delineating data to be collected in the initial application of the audit model.

Maximizing the impact of study results on institutional decision-making is an even more challenging task than that of delineating data to be collected. Providing information which is timely, relevant, clear, coherent, unified, and emphatic increases the likelihood that it will influence decision-making.

The experiences at MVCC indicate that the extent to which staff are involved in a study strongly influences the impact of results on their decisions. Hence, maximum staff involvement was sought in the Program Evaluation System. Staff at a variety of institutional levels were involved in planning, designing, collecting, and interpreting data. In addition, study recommendations were developed cooperatively in meetings with involved faculty, support staff, and administrators.

Comprehensiveness of the Model

As originally designed, the program evaluation system was to be comprehensive, flexible, integrated, and decision-oriented. In each of its revisions and improvements these characteristics have been maintained.

Comprehensive.

The audit model includes four types of evaluation: context, input, process and product. Context evaluation defines the environment in which the program operates, identifies needs and opportunities, and diagnoses problems underlying these needs and opportunities. Input evaluation assesses the capabilities of the system, strategies for achieving program goals and designs for implementing selected strategies. Process evaluation identifies defects in design or implementation, provides information for pre-programmed decisions and records procedures and activities. Product evaluation measures and interprets outcomes in terms of objectives, context, input, and process (Stufflebeam and others, 1971, pp 218-232).

Flexible.

According to Stufflebeam and others, "Since decision-making requirements are subject to change, evaluation designs should be flexible and capable of meeting changing requirements" (1971, p 218). In evaluating the program evaluation system, administrative concerns focused on the processes employed to implement the system. As the needs of the decision-makers and the requirements of decision-making have changed, we have found it possible to make the process and its instrumentation respond to those changing needs.

Integrated.

Application of the model integrated both data and staff efforts. The evaluation data on an individual program are brought together in a single document. In addition, the Institutional Research Office functions as a team with each staff member working on one or more aspects of the total evaluation. A mutually developed calendar of activities was developed.

Decision-Oriented.

Each component of the audit model provides information for making different types of decisions. Fiscal decisions such as space, facilities, supplies, and equipment expenditures can be made after reviewing the audit. Data is provided for instructional decisions such as the currency of program goals and objectives, the adequacy of program design, and program scheduling. A review of the audit also aids in making personnel decisions such as the need to increase or decrease staff, or is there a need for staff development. Finally, the program evaluation system aids in decisions to continue, terminate, refocus, or change a program.

This systematic and integrated program evaluation system has been in operation for seven years at Moraine Valley Community College. During this seven years, 35 programs have been audited. The audits have been instrumental in the revision of courses, in some cases the revision of entire programs, and in other cases the decision to no longer offer a program.

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USE OF THE COMMUNITY COLLEGE GOALS INVENTORY IN ALLOCATING APPROPRIATE PRIORITIES TO INSTITUTIONAL GOALS AND TO ESTIMATE THE CHANGE OF PRIORITIES NEEDED TO ACHIEVE INTENDED OUTCOMES[1]

Madan Capoor

If the goals of an institution are seen as its intended outcomes, the identification and definition of institutional goals become the necessary first steps in a planning cycle or in setting up an accountability system based on outcome measurement. However, once an institution achieves the consensus on its desired goals, it must undertake two further tasks to move along in its planning and assessment process.

1. The institution must base program objectives on the institutional goals. This will make its programs goal-driven. It will also provide a means to establish measureable outcomes, thus allowing a system of institutional assessment based on outcome measurements. The National Center for Higher Education Management System's study on "Measure of Institutional Goal Achievement," (Romney; 1978) offers an excellent example of such an assessment system.

2. Before outcomes can be achieved and measured, however, an institution must allocate its resources to its programs based on priorities established by the planning process. If this is not done, historical accretions and antecedents, and personal and group power pressures are likely to be the determinants of these priorities. In order to make sure that the institutional outcomes are in accordance with

the goals established by the planning process, discrepancies between current and desired institutional priorities must be identified so that resources can be re-allocated to modify institutional programs in the desired directions.

The Institutional Goals Inventory, and more recently, the Community College Goals Inventory (CCGI) have been made available by the Educational Testing Service to help post-secondary institutions establish, clarify or reformulate their institutional goals. This article illustrates how the CCGI can be used not only to review the current and the desired priorities, but to identify institutional goal areas in which the institution has been successful in allocating appropriate priorities, and goal areas in which re-allocation of priorities is indicated. Estimates of the direction and extent of needed re-allocations is provided by this process.

The CCGI consists of 90 goal statements, 80 of which cover 10 outcome and 10 process goal areas. The remaining 10 goals are treated as miscellaneous goals. Each item is rated on a 5 point scale. The scale points represent degrees of importance. The respondents use this scale both to indicate their perception of how important each particular goal is to the institution, and to express their judgement of how important the goal should be in the future.

The CCGI, with 20 additional locally developed goal statements, was used to conduct a study of the institutional goals of a comprehensive community college. The expanded CCGI was administered to the members of the Board of Trustees, academic and non-academic administrators, faculty members, students, alumni, and community representatives.

The CCGI asks respondents to rate each goal twice. The 'Is' rating represents current emphasis, the 'Should Be' rating represents desired emphasis. As a part of its scoring service, the Educational Testing Service supplied the 'Is' and 'Should Be' means and standard deviations for various categories of respondents for

each of the goal statements, as well as for the twenty outcome and process goal areas. In the interest of economy and simplicity, the discussion in this article will be confined to the twenty goal areas without reference to the individual goals comprising those goal areas.

The size of the discrepancy between the perceived and the desired importance, i.e., between the 'Is' and 'Should Be' means, can be seen as an indication of the gap between what the institution is doing and what it ought to be doing, according to a particular constituent group. However, partly as an artifact of the design of the CCGI in which the 'Should Be' rating immediately follow the 'Is' rating for every goal, and partly because of the common human aspiration that reach should exceed the grasp, it was found that every constituent group desired a higher priority to be given to each of the goal areas than the priority that was being given to it. Given a finite amount of resources, however, increasing emphasis on all institutional goal areas would be an impossible task to achieve, as increasing emphasis on any goal area implies allocating more resources to it. Consequently, it was decided to examine the ratings on the 20 goal areas in a relative way. This was achieved by ranking the 20 goal areas on the basis of the size of the 'Is' and 'Should Be' means, and the size of the difference between the two means. This yielded three rankings: ranking by current importance, ranking by desired importance, and ranking by the change of importance desired.

While these rankings were helpful in identifying goal areas in which a relative change of emphasis was needed, these rankings still did not provide the information on areas for which the emphasis could be reduced, or the relative size of increase and decrease of emphasis needed. To achieve this, the data was further manipulated following the procedure described below.

In order to reduce the spurious gap between the 'Is' and 'Should Be' ratings, and to bring the reach within the grasp, the discrepancy between the two means was adjusted downward by deducting from it the mean discrepancy for all outcome and process goal areas respectively.[2] This resulted in an adjusted discrepancy having both negative and positive values. The ratio between the adjusted discrepancy (desired change) and the 'Is' mean (current emphasis) was computed as a percentage to indicate the direction and the size of the change in emphasis indicated in a particular goal area. This procedure also made possible estimation of the magnitude of increase or decrease in goal emphasis.

This procedure is presented below using data from academic administrators. The data and the findings are reported on the outcome goal areas in Table 1, and on the process goal areas in Table 2.

As can be seen in Table 1, change in emphasis is desired in six of the ten outcome areas. The indication for the increase in emphasis in three areas is balanced out by the decrease in emphasis indicated in three other areas. In the process goal areas, increased emphasis is indicated in four areas, and decreased emphasis in three areas. In four of the outcome and three of the process goal areas, the change in emphasis indicated was less than 5 percent. This was judged to be insignificant in view of the nature of the data and the intended uses of the findings. One could assume that, according to the academic administrators, the institution has been successful in allocating appropriate priorities and resources to these 7 areas in which no change was desired.

TABLE 1 - Computation of Change in Emphasis for Outcome Goal Areas

Item	'Is' Mean	'Should Be' Mean	Descrepancy[1]	Adjusted Descrepancy[2]	Change in Emphasis (percent)
1. General Education	3.69	4.26	0.57	-.53	-14
2. Intellectual Orientation	3.03	4.17	1.14	.04	0[4]
3. Lifelong Learning	3.20	4.29	1.09	-.01	0
4. Cultural Awareness	2.12	3.24	1.12	.02	0
5. Personal Development	2.54	3.99	1.46	.35	14
6. Humanism/Altruism	2.21	3.78	1.57	.47	21
7. Vocational Preparation	3.61	4.39	0.78	-.32	-9
8. Developmental Preparation	2.87	4.25	1.38	.28	10
9. Community Services	2.57	3.62	1.05	-.05	0
10. Social Criticism	2.18	3.03	0.85	-.25	-11

[1]Discrepancy = 'Should Be' Mean - 'Is' Mean
[2]Adjusted Discrepancy = Discrepancy - Mean Discrepancy
[3]Change in Emphasis = (Adjusted Discrepancy/'Is' Mean) x 100
[4]Any change within 5% was considered insignificant

Item	'Is' Mean	'Should Be' Mean	Discrepancy	Adjusted Discrepancy	Change in Emphasis (percent)
1. Counsleing/Advising	3.35	4.21	0.86	-.15	0
2. Student Services	2.94	3.84	0.90	-.11	0
3. Faculty/Staff Development	2.82	4.13	1.31	.30	11
4. Intellectual Environment	2.64	3.80	1.16	.15	6
5. Innovation	2.29	3.78	1.49	.48	21
6. College Community	2.55	4.18	1.63	.62	24
7. Freedom	3.22	3.61	0.39	-.62	-19
8. Accessibility	3.57	4.18	0.61	-.40	-11
9. Effective Management	3.08	4.13	1.05	.04	0
10. Accountability	3.16	3.92	0.75	-.25	-8

One must be cautious when attempting to convert the percent of desired change figure into re-allocation of resources. There are three potential problems with this process.

1. The change indicated is based on the responses of one constituent group. Using a participatory and judgmental process, such indications from different constituent groups must be reconciled to arrive at an acceptable set of change indicators.

2. In allocating the resources, several other constraints and considerations have to be kept in mind than merely the desires of the constituent groups.

3. Since differing judgements of the constituent groups must be reconciled, and factors such as program size and faculty tenure must be considered before changes are implemented, this process is more useful in setting long-term and broad-based institutional priorities rather than in making routine budgetary decisions; more useful in strategic planning process than in conducting daily operations.

Reference Notes

1. Based on a paper presented at the annual meeting of the Association of Institutional Research in Atlanta, April 27 to May 1, 1980.

2. The procedure described above was applied separately to the outcome and process goal areas to retain the necessary distinctions between the two areas so that valid conclusions could be drawn.

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COMMUNITY COLLEGE INDICATORS
AACJC REPORT

Roger Yarrington

AACJC held a roundtable last summer, at which several members from the National Council In Research and Planning participated. Financial support for the session was provided by the Ford Foundation. The following are some of the results of that meeting.

Recommendations:

One of the chief recommendations was that the Association begin a program of data "indicators" --reporting significant data items that indicate the nature and scope of community college services. Eight were suggested:

1. Participation rate (total headcount compared to census population 18 years and over)
2. Part-time and full-time mix for both faculty and students (each as a percentage)
3. Percent of all lower division enrollments that are enrolled in community colleges
4. Student composition by - Age (same groupings as in U.S. Census), - Sex, - Race (White, black, Hispanic, Am. Ind., Other)
5. National average for tuition and fees
6. Average per student costs (AACJC FTE + non-credit figure into HEGIS E & G expenditure)
7. Revenue by source, shown as a percentage for: Federal, State, Local, Tuition (As per annual Wattenbarger report)
8. Occupational education funds, ratio of Federal to State and Local

Examples: California 10 to 1 (approx.)
Texas 11 to 1 "
Illinois 9 to 1 "

Indicators:

A beginning set of indicators was developed with assistance from the Policy Analysis Division of the American Council on Education. The first indicators were published as an insert in the October 2 AACJC Letter. Basic information on number of institutions and enrollments was included. The numbers are familiar to members of NCRP.

Two indicators present data that may not have been computed before:

3. 7.1 percent of all U.S. adults 18 years and older were enrolled in a community, junior, or technical college in the 1980-81 academic year.

   4.8 million credit enrollment, fall 1981
   2.4 million in other semesters, trimesters, summer sessions (est.)
   4.0 million non-credit enrollment
   11.2 million total participation

   156 million adult population of the U.S. 18 years and older.

   Sources: 1981 Directory, AACJC; 1980 U.S. Census

8. Average cost per full-time credit enrollment in 1980 was $2,408.

   1980 full-time enrollment for credit 1,795,442
   1/3 (est.) of part-time
   (2,996,264) ÷ 998,755 = 2,794,197 FTE

   1980 education and general expenditures = $6,727,784,000

   Sources: 1981 Directory, AACJC; NCES preliminary data.

Two Estimates:

These computations depend on two estimates. The first is an estimate of how many additional persons enroll in community colleges during a 12-month period over and above the opening Fall credit enrollment figures that

are reported to AACJC each year. The estimate utilized is 50 percent additional enrollments.

The second estimate involves translating part-time enrollments into full-time equivalents. One-third of the number of part-time enrollments is used.

Assistance Needed:

Participants in the roundtable and other NCRP members have been asked to let me know if the above estimates fit the situations at their colleges. Several responses indicate the first estimate is conservative and the second is realistic. It will be helpful if other NCRP members will check these estimates against the data at their institutions and let me know if they are appropriate.

NCRP can provide valuable assistance to AACJC by providing advice on useful indicators and the computations used to develop them, and the estimates that must be used when precise data are not available. For example, a forthcoming additional list of indicators will include statements on (1) the percent of total credit enrollments that are in occupational curriculums (probably about 65%) and (2) the ratio of federal to state and local support for vocational education in the various states (probably between 1-10 and 1-20). Any information on the actual percentages and ratios at the colleges and in the states will be appreciated.

We are hopeful that NCRP will be interested in creating a relatively small sample (say 40 or 50 colleges) of institutions with responsive research directors who will provide quick turn around on a few basic data requests as needed by AACJC and the Council. Such a step would be most helpful to the Association and to our institutions.

LITERATURE FOR RESEARCHERS

Jedamus, P., Peterson, M.W. & Associates. Improving Academic Management: A Handbook of Planning and Institutional Research. San Francisco: Jossey-Bass, Publishers, 1980. 700 +pp.

Reviewed by:
Deborah Strickland, Doctoral Candidate, Virginia Polytechnic Institute and State University.

Although its title might imply this is a "handbook" for planners and institutional researchers, the collection of essays presented in Improving Academic Management: A Handbook of Planning and Institutional Researc speaks to a larger audience. As higher education moves from a period of expansion to one of stabilization or retrenchment, the functions of planning and institutional research take on a new significance. Consequently, the issues, techniques and strategies associated with these functions reflect the concerns of decision makers throughout higher education.

Jedamus and Peterson call upon a diverse group of experts to focus on higher education from a variety of perspectives. The result is a comprehensive, well organized, authoritative resource for all concerned with higher education management. There is occasional duplication of information in this collection of essays, but this does not detract from the distinctive contribution each author makes to this effort.

The handbook is arranged in seven parts. Part One focuses on the external environment of higher education--specifically the implications for higher education due to changing federal and state policies; shifting demographic, political, economic and social trends, and the increasing influence of various coordinating

agencies. Parts Two and Three distinguish between "strategic" and "tactical" planning. While strategic planning forces an institution to examine current and potential relationships with its environment, tactical planning deals with internally-oriented issues as shaped by strategic planning efforts.

Part Four examines the problem of allocating resources. Strategies for budget planning, the determination and analysis of academic and administrative staff needs and utilization, and the evaluation of facilities utilization are the major topics of discussion in this section. Part Five concentrates on the effectiveness of resource allocation as measured through performance assessments. Methods of evaluating performance are reviewed in regard to four areas of assesment: the institution, individual programs, the faculty and the administration.

Part Six is devoted to examining the relationship between institutional research and planning and other segments of the higher education community. The role of institutional research and planning and the location of these functions within the organizational structure of an institution are reviewed in terms of their relation to governance and leadership within the institution. The need to balance management information development and planning/management analysis tasks serves as another perspective from which to view the organizational position of institutional research and planning. Perhaps the underlying theme of this section is summarized in its closing essay which discusses how to initiate or develop an effective institutional research and planning capability within a given institution.

Recognizing that the process of institutional research and planning will vary among various types of institutions, Part Seven considers these processes within four contexts: the community college, the small four-year college, the medium-sized college and university, and the large, complex university. Problems and strategies unique to each context as well as major research and case studies within each area are reviewed in the essays comprising this section.

The major aim of this volume is to stress the impor-

tance of integrating institutional research and institutional planning into one interrelated management function. According to Jedamus and Peterson: "The planning process must be research-based to have validity and utility, while institutional research must be both future oriented and related to institutional options in achieving institutional goals if it is not to be meaningless" (p.x). This theme is reflected throughout the essays advancing not only the state of the art of institutional research and planning, but also that of academic management in general.

In this regard, Improving Academic Management is an excellent resource for academic managers in various higher education settings. Of particular interest to those in the community college sector are the essays contributed by John Lucas, "Identifying Regional and Community Markets," and Dorothy Knoell, "Planning in Community Colleges." Several essays (which offer valuable insights for both four-year and two-year institutions) distinguish between the single-campus and multi-campus institution. Overall, this volume should have universal appeal to all involved in academic management, emphasizing the ever increasing, interdependent nature of the higher education community.

Richardson, Richard C., Jr. and Leslie, Larry L., The Impossible Dream? Financing Community College's Evolving Mission. Washington, D.C.: American Association of Community and Junior Colleges/Council of Universities and Colleges/ERIC Clearinghouse for Junior Colleges, 1980. 52 pp.

Reviewed by:
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In The Impossible Dream, which was written as one

of the "Horizons Issues" in the Monograph Series of AACJC, Richardson and Leslie present a very good overview of the dilemma facing community colleges to serve an increasingly diverse clientele with less and less resources. The authors discuss whether the community college mission should be expanded to include a sixth mission in addition to its current roles. The five roles as defined by the Carnegie Council Report are somewhat altered by the authors for purposes of their discussion and are listed as: (1) academic transfer programs; (2) vocational-technical education; (3) developmental/remedial programs; (4) continuing education (credit instruction offered at times and locations or through delivery systems that differ from the traditional academic program); and (5) community service. The sixth role becomes one which the authors call "assessment, skill training and placement," which is what they see as "the critical components of the 'residual responsibility for youth.'"

The monograph is divided into three major parts and the conclusion section. Part I discusses the current roles of the community college in the historical context of how these roles have evolved. Richardson and Leslie remind the reader that the existing five roles of the community college overlap considerably with what is called the sixth role or mission of community colleges. Also discussed in Part I is the new clientele, who are referred to as underserved youths, older persons, females, and minority individuals.

Part II addresses the financing of the new mission. The authors trace the historical development of community college finance and examine the present funding arrangements of students and the programs designed to meet their needs. Discussed are the incongruencies between the evolving community college mission and existing financial arrangements, and how financial changes have failed to keep pace with changes in mission. The authors also contend that while low tuition was partly responsible for attracting these new clientele, now low tuition has become inadequate to the task of educating these students. In response to this dilemma, student aid evolved as an answer, but

even that is seen to fall short of meeting the needs of the new clientele.

In Part III, Directions for the Future, Richardson and Leslie present eight recommendations for policy makers and professionals to consider in defining and financing the evolving mission of community colleges. In an effort to prevent the widening gap between missions and resources, the authors present these suggestions:

(1) operational definition of the educational mission of community colleges;
(2) legislative approval of each defined mission on a state by state basis if this has not already occurred;
(3) accurate determination of costs by program;
(4) evaluation and reporting of outcomes in relation to approved functions;
(5) limiting programs and services to those for which adequate funding is provided;
(6) alternatives to the credit-hour, degree oriented format for providing basic literacy and occupational entry skills;
(7) examination of current funding strategies and revisions where appropriate;
(8) development of residence halls where specialized programs or geographic considerations justify.

In the conclusion section, Richardson and Leslie summarize their position and restate their recommendations. As they emphasize, the recommendations presented are speculative and intended to stimulate discussion rather than provide definite answers. The community college concept has encompassed a dream of educational equality for all. In order to keep this dream from becoming an impossible dream, educators and policy makers must work together to realistically define the missions of community colleges in terms of the relationship between institutional aspirations and available resources.

American Association of Collegiate Registrars and Admissions Officers and The College Board. Undergraduate admissions: The realities of institutional policies, practices, and procedures. New York: College Entrance Examination Board, 1980. 61 pp.

Reviewed by:
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Undergraduate admissions is the product of a joint effort by the American Association of Collegiate Registrars and Admissions Officers and the College Board. It has two purposes, i.e., to (a) clarify current admission policies and (b) serve as a benchmark for assessing stability and change as expressed in new policies, practices, and procedures.

The data reported were collected via a questionnaire sent to all regionally accredited, undergraduate, degree-granting institutions which were listed in the 1976-77 education directory: Colleges and universities (published by the National Center for Education Statistics). Respondents were Directors of Admission. They were asked to limit their responses to applicants for first-time undergraduate entrance who had been educated in "the American secondary school tradition." Thus, policies related to transfer applicants and to applicants from foreign high schools were not addressed.

The 51-item questionnaire was mailed to 2,623 institutions of higher education during early January 1979. By July 1, 1979, usable responses had been obtained from 1,463 institutions, giving a response rate of 56%. Throughout the document, the responses are reported for all institutions and for four subgroups according to level (two-year and four-year) and control (public and private). The subgroup totals and their percentage of total respondents are as follows: two-year public (401, 27.4%), two-year

private (81, 5.5%), four-year public (333, 22.8%), and four-year private (648, 44.3%).

Eight topics are covered in the document: policies and requirements; student qualifications; application procedures; exceptions to the rules; accessibility and selectivity; recruitment and marketing; guidance and placement; and changing roles, standards, and procedures. The text is heavily supported by tables, viz 56 tables in the 61-page document.

Undergraduate admissions contains a wealth of information on how entering freshmen are selected into American colleges and universities. This information is timely because of current events that impinge on higher education and will have known effects for many years to come, such as the decline in the traditional college-age population and the federal government's budget cuts. Both college applicants and institutions will find the report helpful; the former, to compare their strengths and weaknesses with the requirements typically made at the different types of institutions; and the latter, to measure their requirements against similar institutions.

Two sections of the report are of particular interest. These are the sections on accessibility and on past and future changes in the admissions process. In order to study accessibility, the institutions were grouped into three categories: open-door (those who admit either all applicants or any high school graduate), selective (those who admit the majority of applicants who meet specified qualifications), and competitive (those who admit only a limited number of applicants who meet specified qualifications). The four level-control subgroups differed markedly in accessibility. While 34% of all institutions had open-door admissions practices, that description was true of 89% of the two-year public institutions and 35% of the two-year private, but of only 20% of the four-year public and 8% of the four-year private.

Throughout the questionnaire, respondents were asked how current practices (in 1978) had changed since 1970 and how they were expected to change between 1978 and the mid-1980's. The respondents reported little change

since 1970 and expectation of even less change through the mid-1980's. Specifically, no essential change in the importance placed on various admission credentials was reported since 1970 or expected in the near future. Some change since 1970 was seen in standards and requirements (most notably a drop in standardized test scores), but not much change was expected by the mid-1980's. Although little past or anticipated change was seen in the allocation of responsibility for admission guidelines and policies, there was a clear indication of greater future involvement by all participants in determining policy. The most marked changes were found to be in recruitment, with all recruitment methods having increased in use since 1970 and expected to continue to increase. Especially high increases were reported for recruitment via direct mail and telephone. Four groups of potential students were most often the focus of increased recruiting efforts. These are adults, racial and ethnic minorities, part-time students, and academically talented students. These same four groups can expect to receive even greater recruitment overtures during the next few years.

The document is not without shortcomings. One problem occurs in reading the tables. For the most part they follow a common format, a feature designed to aid the reader. However, the format is very difficult to read, as the columns of figures consist of response frequences intermingled with their percentages. The 56% response rate is not laudable. However, the responding institutions do appear to be representative along the dimensions of size, tuition, and geography. Two-year colleges have slightly less representation than the others; for the four subgroups, the response rates are: two-year public, 52%; two-year private, 45%; four-year public, 63%; and four-year private, 56%.

The authors conclude that current policies, practices, and procedures are reflective of flexibility and responsiveness in the admissions process. Moreover, the responding institutions appear to be planful and optimistic as evidenced by the fact that only 14% of them expected their enrollment

to decline more than 5% by the mid-1980's.

Undergraduate admissions does serve the purpose of clarifying current admission policies. It clearly can serve as a benchmark against which institutions can measure the stability and change in their policies, practices, and procedures concerning admission of first-time undergraduates.

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WHAT CRITERIA COMMUNITY COLLEGE STUDENTS WOULD LIKE TO RATE ABOUT TEACHING

John M. Nickens

Introduction

An increasing number of community colleges have implemented comprehensive systems for the evaluation of faculty members. Most of these systems have included input from students, even though this practice remains controversial. A criticism cited frequently is that students do not have the expertise or inclination to answer accurately questions about their instructors. Smith and Sosnowski (1972) observed: "Students...taking part in the evaluation process often are asked questions which they prefer not to answer." They stated further that "the two most common types of non-sampling bias are refusal of students to respond to the questions and the intentional incorrect response." On the other side, Riley (1950) argued that the students' views on teaching are important because:

> The student's definition of the professor is as tangible a part of the instructional situations as are the skills and knowledge of the professor. ..and what the student hears is more important than what the professor says: what the student sees is more important than what the professor does.

It could also be argued that students are the consumers of both the process as well as the product (what is learned) of education. As consumers who have invested both time and money, the students' view of the appropriateness of the process, as well as how much they learned,

should be of prime concern to instructors and administrators alike.

If student input into the evaluation process is important, then more attention needs to be given to determining those teaching behaviors viewed by students as both important and within their judging capabilities. A considerable amount of research has been done to determine teacher characteristics students view as important in good teaching, including studies by Smith (1944), Coffman (1954), French (1957), Crawford and Bradshaw (1968), Gadzella (1968), Musella and Rusch (1968), and Perry (1969). However, some of the teacher characteristics identified by these studies are abstract, difficult to judge, and thus of questionable value for use as criteria on student questionnaires in evaluation of teaching. It was concluded that what was needed for community colleges was an approach which would query students on the specific teaching behaviors they would like to use in assessing their instructors. Criteria thus identified would be much more useful than the more abstract and impressionistic teacher characteristics available in the literature.

Purpose of the Study

The objectives of this study were to determine (1) what criteria community college students would like to use as a basis for their input into faculty evaluation and (2) whether or not students perceived themselves as able to accurately use each of these criteria in assessing their teachers' classroom behavior.

Procedure

Copies of an unstructured questionnaire (see Appendix A), in which students were asked to list and rank in

order of importance the teaching behaviors that they would like to see used on questionnaires assessing teaching effectiveness, were sent to seven participating community colleges. Each college selected classes which they considered to have good representation of their student body and asked the instructors of the selected classes to administer the instrument. (See Appendix B for a copy of the instructions given each of these teachers.) Approximately 100 completed questionnaires were returned by each of the seven colleges resulting in a total of 653 usable forms.

Each completed form was coded accoring to a dictionary of behaviors and codes developed as the forms were read. As behaviors were added, the dictionary became a set encompassing all behaviors listed by the students, with duplications of behaviors eliminated. Each such identified teaching behavior was then ranked and given a weighted value based on both the number of times this behavior was listed and the ranks assigned it by the students. Behaviors which were mentioned only seldom and rated least important by this method were disregarded, and the top 23 unique behaviors were then incorporated into an instrument entitled "Teaching Behaviors Students Desire as Criteria for Rating Teaching" (see Appendix C).

As a subsequent step, ten participating community colleges administered this instrument to a sample of students selected similarly to the first. The instrument asked the students to do two things: (1) to rate from one to five the importance of each of the behaviors listed, and (2) to indicate whether or not they felt they were capable of judging each behavior. From the responses of the 1874 completed questionnaires, calculations were made for each behavior to determine the percentage of students who assigned each of the five ratings, the mean rating, and the percentage of students who indicated that they felt they could judge that behavior.

Results

Table 1 shows the behaviors identified by the first survey and for each of the teaching behaviors the ratings obtained by the second survey. The behaviors are listed in descending order according to the means of the ratings assigned by the students. Also, the first five columns give the perentage of students who assigned each rating, and the last two columns show the percentage of students who felt they were capable of judging each behavior and the rank of each percentage.

Several things stand out from these results. The first is the overall importance which the students who completed the questionnaire attached to this set of behaviors. Almost all of the students gave all of the behaviors listed a rating of from 3 (Average importance) to 5 (Highest importance). For 11 of the 23 behaviors, the mean of the ratings was greater than 4.0 (Very important), while the means for the remaining 12 ranged from 3.24 to 3.95 (average importance). Four of the behaviors were assigned a rating of 5 (Highest importance) by more than half of the students. These results validate the teaching behaviors identified as important from the unstructured questionnaires.

Second, as shown by the table, the students as a whole were confident that they were capable of judging their instructors on these behaviors. Specifically, more than 75% of the students indicated that they felt they could accurately judge each of the teaching behaviors listed. As many as 90% felt they could judge the four behaviors that ranked highest on judicability. Even for the five most difficult to judge behaviors, only about 20% of the students felt unable to make an accurate judgment.

Third, as shown by the way the behaviors ranked on the two sections of the instrument, a relationship exists between perceived importance and the judicability of these behaviors. There is a positive correlation

TABLE I

TEACHER BEHAVIORS STUDENTS DESIRED TO USE AS CRITERIA FOR RATING TEACHING, RATINGS OF IMPORTANCE AND JUDICABILITY

Teacher Behavior	RATINGS* PERCENTAGES							CAN JUDGE	
	1	2	3	4	5	MEAN	RANK	YES	RANK
Displays interest in subject	2.5	2.1	7.5	28.4	59.4	4.40	1	91.2	3
Explains what is expected of student	2.6	3.0	11.0	24.9	58.4	4.33	2	93.7	1
Treats students as adults and individuals	2.2	2.2	10.4	31.5	53.7	4.32	3	91.6	2
Maintains students' interest during class presentation	2.8	3.4	12.5	30.6	50.7	4.23	4	89.2	6
Displays skill in communicating with class	2.5	2.7	13.1	36.3	45.4	4.20	5	90.3	4
Uses up to date material if relevant	2.0	2.8	15.9	35.4	43.9	4.16	6	85.4	14
Displays confidence	1.8	3.6	15.5	35.4	43.8	4.16	7	84.5	15
Stimulates interest in learning	2.6	3.6	14.8	34.3	44.7	4.15	8	85.9	12.5
Gives fair and helpful evaluations	1.2	3.6	16.9	36.4	41.9	4.14	9	82.0	17
Gives consideration to student ideas	1.8	2.5	18.6	39.2	37.9	4.09	10	87.1	9

TABLE 1 (Continued)

Teacher Behavior	RATINGS* PERCENTAGES							CAN JUDGE	
	1	2	3	4	5	MEAN	RANK	%YES	RANK
Is available for out of class assistance	2.5	4.4	19.8	31.8	41.5	4.06	11	86.3	11
Conveys warmth and friendliness to all students	3.0	5.4	22.3	32.7	36.7	3.95	12	85.9	12.5
Considers students' individual needs	2.4	4.4	23.4	36.8	33.0	3.94	13	78.3	22
Encourages and guides students in class discussions	1.9	5.1	24.1	40.4	28.5	3.89	14	87.7	7.5
Prompt in meeting class and keeping appointments	3.0	5.4	25.3	33.3	33.0	3.88	15	87.7	7.5
Maintains objectivity on controversial subjects	1.9	4.7	30.8	33.4	29.1	3.83	16	81.0	18
Displays a sense of humor	3.4	7.9	25.9	31.4	31.4	3.80	17	89.3	5
Organizes class presentations	3.0	8.5	31.5	34.1	22.8	3.65	18	78.8	20
Requires appropriate amount of work from students	2.8	6.1	38.1	33.5	19.5	3.61	19	79.6	19
Relates material to students' experiences	3.9	9.8	33.9	30.2	22.3	3.57	20	76.1	23

TABLE 1 (Continued)

Teacher Behavior	RATINGS* PERCENGAGES							CAN JUDGE	
	1	2	3	4	5	MEAN	RANK	%YES	RANK
Uses a variety of teaching techniques	4.1	9.1	33.5	33.2	20.2	3.56	21	78.5	21
Enriches presentation by use of audiovisual aids	4.5	13.6	40.4	24.7	16.9	3.36	22	83.0	16
Maintains appropriate grooming	13.6	12.6	30.9	21.9	21.0	3.24	23	86.4	10

N = 1874

*Rating Scale: Highest importance - 5, Very important - 4, Average importance - 3, Low importance - 2, Unimportant - 1

(r = .60) between the percentage of students who felt capable of judging each behavior and their perceived importance as measured by the mean. (This can be interpreted to mean that those were behaviors the students felt most capable of judging). The numbers given in the two ranking columns show the exceptions. For instance, the students rated the behavior "Maintains appropriate grooming" as least important of all the 23 behaviors, although still of avarage importance, yet this behavior ranked 10 out of 23 from the standpoint of judicability. And, the students felt highly confident of judging such an easily observable behavior as "Displays a sense of humor" (mean rank of 17, judicability of 5) irrespective of the relative importance they assigned to it. On the other hand, a smaller percentage of students believed they could judge such behaviors as "Gives fair and helpful evaluation" (mean rank of 9, judicability of 17) and "Considers students' individual needs" (mean rank of 13, judicability of 22). Students also felt it might not be quite so easy to judge whether an instructor did a good job of relating materials to students' experiences or used a variety of teaching techniques.

Looking at the set of teaching behaviors as a whole does much to reveal criteria the students prefer to use. In contrast to earlier studies on general teacher characteristics, there is a complete absence of behaviors that might relate to an instructor's knowledge or mastery of the subject. Instead these students were concerned that their instructor display interest in the subject and make the course interesting and relevant to them. Also highly important to them was knowing what the instructor expected, and being treated as an adult and an individual. They wanted their instructors to be fair, confident and considerate.

Another way to derive meaning from the type of behaviors regarded as important by students is to catego-

rize these behaviors. Table 2 shows the behaviors classified into categories designated Classroom Teaching (10 behaviors), Professionalism as a Teacher (6 behaviors), Relations with Students (4 behaviors), and Personal Characteristics (3 behaviors). The large number of behaviors that fall under the category Classroom Teaching showed that it is what happens within the classroom itself that is most important to these students. Moreover, the ranking within this category indicated that they are not so concerned about the techniques an instructor might use as they are that the overall presentation be interesting. Behaviors categorized under Professionalism as a Teacher all seem to relate to a businesslike approach to teaching on the part of the instructor. Only four behaviors are classified under the third category, Relations with Students, but the means of these behaviors indicate that how their instructor treats them is very important to the students who completed this questionnaire. Finally, three behaviors are categorized as Personal Characteristics. The ranking of these three behaviors showed that the students want an instructor to display confidence, but are not quite so concerned about "a sense of humor" or "appropriateness of dress."

It should be stressed once again that any interpretation of the students' attitudes toward these behaviors must take into account the fact that all of the behaviors were regarded as important. Those behaviors which had lower means relative to other behaviors are not to be considered as unimportant, but instead not quite as important as those which had a higher mean.

Conclusions

One purpose of this study was to determine teaching behaviors that community college students would like to see used in assessing teacher effectiveness. To

TABLE 2

SELECTED FLORIDA COMMUNITY COLLEGES

TEACHER BEHAVIORS BY CATEGORIES

CATEGORIES OF BEHAVIORS	MEAN
CLASSROOM TEACHING	
Displays interest in subject	4.40
Maintains students' interest during class presentation	4.23
Displays skill in communicating with class	4.20
Uses up to date material if relevant	4.16
Stimulates interest in learning	4.15
Encourages and guides students in class discussions	3.89
Organizes class presentations	3.65
Relates material to students' experiences	3.57
Uses a variety of teaching techniques	3.56
Enriches presentation by use of audiovisual aids	3.36
PROFESSIONALISM AS A TEACHER	
Explains what is expected of the student	4.33
Gives fair and helpful evaluations	4.14
Is available for out of class assistance	4.06
Prompt in meeting class and keeping appointments	3.88
Maintains objectivity on controversial subjects	3.83
Requires appropriate amount of work from students	3.61

TABLE 2 (Continued)

CATEGORIES OF BEHAVIORS	MEAN
RELATIONS WITH STUDENTS	
Treats students as adults and individuals	4.32
Gives consideration to student ideas	4.09
Conveys warmth and friendliness to all students	3.95
Considers students' individual needs	3.94
PERSONAL CHARACTERISTICS	
Displays confidence	4.16
Displays a sense of humor	3.80
Maintains appropriate grooming	3.24

this end, two instruments were developed, the second based upon the results of the first. There appeared to be a high degree of agreement between the students who completed the first questionnaire and the students who responded to the second one. Specifically, when the set of teaching behaviors identified from the unstructured student responses was presented to a second sample of students for rating, no behavior in the set received a mean of less than 3 (Average importance). In addition, all of the behaviors identified were considered to be judicable by 75% or more of the students who completed the second questionnaire.

A second purpose of the study was to determine if students perceived that they were able to judge accurately those teaching behaviors they wanted to rate. The results of the study indicate that no fewer than 76% and as many as 93% of the responding students thought they could accurately rate each behavior identified. The results suggest that students should be given a "can not accurately judge" response option on each criterion.

In view of the previous research on teacher ratings by students, an instrument based on types of teaching behaviors selected by the students themselves could well result in a more reliable and valid measurement. If students are made aware that the questionnaire consisted of behaviors identified by other students rather than by the faculty or administration, such an instrument could also help to moderate the problems that emerge when students refuse to answer items or intentionally give incorrect responses. In and of themselves, the teaching behaviors identified provide community college with a sample of items selected specifically by community college students from which to choose in designing each college's own student report form.

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Student Report of Desired Items

For

Assessing Teacher Effectiveness

I. List below five behaviors of your community college teachers you would like to use in assessing their effectiveness. These should be considerations that you feel would be helpful to your teachers in improving their teaching.

1. _____
2. _____
3. _____
4. _____
5. _____

II. Please decide which of the above items you feel is most important and mark a "1" in the box beside it. Mark the next most important item "2" and so on, with the least important marked "5".

III. Check your major type.

☐ College Parallel ☐ Vocational/ Technical

Instructions for Administering Student Report of Desired Items for Assessing Teacher Effectiveness

Please distribute the Student Report of Desired Items for Assessing Teacher Effectiveness to your class at the beginning of the class period.

Read to Student

> This questionnaire will be used in a study by the Florida Community/Junior College Inter-Institutional Research Council to identify a list of teaching behaviors which Florida's community/junior college students desire to use in assessing teacher effectiveness.

Ask that the students read it carefully and write responses as legibly as possible.

Allow students up to 20 minutes to respond.

Take up questionnaires, place in this packet and return to:

(IRC Representative)

TEACHER BEHAVIORS STUDENTS DESIRE AS CRITERIA FOR RATING TEACHING

The following teacher behaviors have been suggested as possible criteria for rating community college teaching. The potential usefulness of these behaviors as a basis for rating teaching would be greater if your views of the importance of each in good teaching were known. Therefore, you are requested to rate the importance you feel each behavior has in good college teaching. Use the rating scale below and record your responses by drawing a circle around the numbers corresponding to your ratings. Also, indicate if you feel you can accurately judge your teachers on each behavior by checking the YES or No column.

Rating Scale

Highest importance	Circle 5	Low importance	Circle 2
Very important	Circle 4	Unimportant	Circle 1
Average importance	Circle 3		

BEHAVIORS	RATING Low High	CAN JUDGE ACCURATELY YES	NO
Maintains objectivity on controversial subjects	1 2 3 4 5		
Requires appropriate amount of work from students	1 2 3 4 5		
Explains what is expected of the student	1 2 3 4 5		
Enriches presentation by use of audio-visual aids	1 2 3 4 5		
Uses up to date material if relevant	1 2 3 4 5		
Relates material to students' experiences	1 2 3 4 5		
Is available for out of class assistance	1 2 3 4 5		
Displays interest in subject	1 2 3 4 5		
Displays confidence	1 2 3 4 5		

BEHAVIORS	RATING LOW HIGH	CAN JUDGE ACCURATELY YES	NO
Gives fair and helpful evaluations	1 2 3 4 5		
Uses a variety of teaching techniques	1 2 3 4 5		
Displays skill in communicating with class	1 2 3 4 5		
Encourages and guides students in class discussions	1 2 3 4 5		
Maintains students' interest during class presentation	1 2 3 4 5		
Organizes class presentations	1 2 3 4 5		
Stimulates interest in learning	1 2 3 4 5		
Displays a sense of humor	1 2 3 4 5		
Prompt in meeting class and keeping appointments	1 2 3 4 5		
Gives consideration to student ideas	1 2 3 4 5		
Considers students' individual needs	1 2 3 4 5		
Treats students as adults and individuals	1 2 3 4 5		
Conveys warmth and friendliness to all students	1 2 3 4 5		
Maintains appropriate grooming	1 2 3 4 5		

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ERIC CLEARINGHOUSE FOR JUNIOR COLLEGES INSTITUTIONAL RESEARCH AT COMMUNITY COLLEGES

Jim Palmer

During the past decade, rapidly changing economic and demographic conditions have increased the degree of uncertainty within which college administrators must operate. As a result, the institutional research (IR) function has become increasingly important. Through the study of potential markets, emerging educational needs, program evaluation techniques, and other areas of concern, IR practitioners assist in the development of strategic, long-range plans that help assure institutional viability in a changing society.

The abstracts included here are samples of ERIC documents in the junior college collection dealing with the status of IR at community colleges and with the approaches taken by individual colleges in operating IR programs. Additional documents related to this issue can be found through manual or computer searches of ERIC's RIE (Resources in Education) and CIJE (Current Index to Journals in Education). Consult the Thesaurus of ERIC Descriptors for appropriate subject headings.

Blai, Boris. A Junior College Comprehensive Institutional Research Program. Bryn Mawr, Penn.: Harcum Junior College, (1979). (ED 176 825; MF--$0.91, PC--$2.00 (plus postage) ; 13pp.)

Harcum Junior College (Pennsylvania) continuously engages in institutional self-study through its comprehensive Institutional Research (IR) program. The IR

Office conducts both decision-oriented research, where the problem is defined by the decision-maker, and conclusion-oriented research, where the items studied are selected by the researcher. Harcum uses a program area checklist to outline the scope of topics to be included in the research effort and to give direction to both the scheduled cyclical research conducted for long-range trend analysis and planning, and the short-term inquiries conducted for immediate decision-making purposes. Staff and faculty suggest additional timely topics. In the past 15 years, survey research, involving the collection of data by questionnaires or interviews, made up 38% of the 661 research documents written; experimental research, employing experimental manipulation of selected independent variables, made up 60%; and historical research, involving the use of historical data to answer specific questions, made up 12%. IR reports are routinely disseminated through formal research reports, monthly newsletters, and bulletins to students, staff, faculty, alumnae, parents, and high school counselors. The IR effort has been of practical value to Harcum by filling information gaps and enabling effective self-evaluation. Cherdack, Arthur N. The Changing Nature of Institutional Research in the Community College. Unpublished paper, (1979). (ED 186 058; MF--$0.91), PC--$2.00 (plus postage); 10pp.)

During the growth period of the 1960's and the early 1970's, community college institutional research focused on conducting surveys, compiling institutional reports on grads and enrollments, analyzing student characteristics, and providing background information for writing grants. The researchers came mostly from the teaching faculty and were relatively untrained in research methodology. However, current fiscal constraints, public dissatisfaction with the overall decline in student academic achievement, the increased enrollment of non-

traditional students, and the growing importance of terminal, vocational education have required researchers to take on five management-related tasks: (1) studying institutional cost-effectiveness to meet increasing demands for accountability; (2) establishing marketing strategies for the recruitment of non-traditional students; (3) utilizing program needs assessment techniques to satisfy state reporting requirements and to determine program cost-effectiveness; (4) conducting periodic program evaluations; and (5) analyzing and providing solutions to problems in faculty contract negotiations. These functions will become increasingly important during the 1980's as community colleges face greater state control and more competition from four-year institutions. Thus, the institutional researcher will become closely allied with college management and is likely to need specialized business training.

Community College Research: Methods, Trends, and Prospects. Proceedings of the National Conference on Institutional Research in Community Colleges, August 1976. Princeton, N.J.: Educational Testing Service, 1977. (ED 187 363; MF--$0.91, PC--$15.20 (plus postage); 205pp.)

Information on institutional research, planning and evaluation is provided in 15 conference presentations. The papers included in the collection are: (1) "The Nature of Institutional Research in the Community College (CC)" by James L. Wattenbarger; (2) "The Range and Organization of Data for Research" by Richard L. Alfred; (3) "Research Methods and Statistical Analyses for Developing Professionals in Institutional Research" by James W. Selgas; (4) "Some Practical Considerations in Analyzing and Interpreting Data" by Arthur N. Cherdack; (5) "Developing and Disseminating Research Reports" by Robert Gell; (6) "Management: Developing Issues and CC Research" by Nolen M. Ellison; (7) "Conceptualizing CC Research at the National Level" by John Lombardi; (8) "Developing Issues and CC Research" by Dorothy M. Knoell; (9) "The

Case for Statewide Coordination of Institutional Research in the CC" by Ivan J. Lach; (10) "A User-Oriented Approach to Program Evaluation" by Lorraine Saitler; (11) "Management and Research: An Essential Partnership?" by Boris Blai; (12) "Institutional Research and Management: The Essential Partnership" by Cheryl Opacinch; (13) "An Organizational Perspective on Institutional Research in the Eighties" by Ervin Harlacher; and (14) "Identifying Institutional Research Needs" and (15) "Is Information Power?" by Leslie Myles.

Kennedy, William R. Program Evaluation for Strategic Planning in the Two Year College. Paper presented at the Annual Meeting of the North Central Region of the American Educational Research Association Special Interest Group for Community/Junior College Research, Columbus, Ohio, July 10-11, 1980. (ED 190 175; MF--$0.91, PC-$2.00 (plus postage); 14pp.)

As more emphasis is placed upon institutional research that provides information relating to long-term strategic planning, as well as to short-term operational considerations, program evaluation techniques that merely analyze past or current budget and enrollment statistics will become increasingly inadequate. Such techniques are based on data systems designed to produce program review reports required by public agencies and governing boards. As such, they provide figures relating to program input, process, output, and outcome variables that are of little help in the long-range planning process. To correct this situation, institutional researchers should incorporate measures now evident in enrollment projection formulas to provide a prognosis model whereby educational programs are judged in light of institutional missions. This will involve the collection of data relating to topics such as the number of future jobs in a given industry, the plans of local employers to expand or reduce plant activities and/or capacity, and the future economic effects of Federal Research System actions to restrict

credit, By incorporating these prognostic data into evaluation procedures, institutional researchers will help decision-makers allocate college resources more adequately to meet changing educational needs.

Kohl, Peggy L., and Others. Survey of the Institutional Research Function in Illinois Public Community Colleges: 1980. Springfield: Illinois Community College Board, 1980. (ED 191 520; MF--$0.91, PC--$3.65 (plus postage); 26pp.)

A survey of the 51 Illinois public community colleges was conducted during February 1980, to assess the status of institutional research (IR) at the colleges and to determine how that status had changed since the completion of similar surveys in 1973 and 1976. Major findings indicated that while 67% of the colleges had offices of institutional research employing a total of 36 full-time and 16 part-time professionals, only 16 of the colleges retained institutional researchers who devoted over 75% of their time to IR functions. The vast majority (96%) of the IR directors reported directly to the college president or other officers with campuswide responsibility. The educational qualifications of the institutional researchers were high, with 17 holding doctoral degrees and 21 holding master's degrees. Most (54%) of the researchers indicated an interest in in-service training to help them improve IR skills in research methodology and design, and 61.7% indicated the desirability of seminars for exchanging community college research studies. The types of activities most often undertaken by the researchers included responding to government inquiries and preparing descriptive reports on institutional status. The survey report summarizes findings on a series of tables which compare data with 1973 and 1976 results. The questionnaire is appended.

Sheats, Paul H., and Others. A View toward the Future: A Report of the Professor Emeritus Project. Clarksdale, Miss.: Coahoma Junior College, 1980. (ED 198 836;

MF--$0.91, PC--$8.60 (plus postage); 112pp.)

A project was undertaken by Coahoma Junior College (CJC) during 1980 to strengthen its institutional research and planning efforts in the areas of adult and continuing education. During the course of the yearlong project, a consultation team led by two nationally prominent, retired educators carried out a series of planning activities, which included: (1) establishing procedures for collecting information concerning relevant educational research and for disseminating this information among administrators and faculty; (2) planning and conducting a survey of area residents to assess community educational needs and familiarity with CJC; (3) surveying area businesses and industries to assess community manpower training needs; (4) interviewing CJC faculty to determine their attitudes toward educational priorities and the quality of CJC continuing education programs; (5) developing plans for the establishment of a special library to provide materials for staff and faculty development; and (6) formulating, on the basis of the needs assessments, priorities for institutional research at CJC. The project report outlines ten summary recommendations, provides a chronological summary of the activities of the consultant team, details methodology and findings for the community and faculty surveys, and assesses the project's success. Survey questionnaires are appended.

Spencer, Richard, and Dock, Stephen. Organizing an Integrated Planning, Research and Marketing Process. Media, Penn.: Delaware County Community College, (1978). (ED 174 273; MF--$0.91, PC--$6.95 (plus postage); 97pp.)

Several sets of outlines, charts, and diagrams present an overview of a comprehensive institutional program at Delaware County Community College (DCCC) which incorporates planning, research, and marketing strategies. The first set of documents outlines the objective-based planning process, describes the organizational framework, defines institutional mission and

goals, and provides a format for developing specific action objectives. The next set of materials provides examples of the annual performance appraisal process for executive, managerial, and administrative employees as it is applied at DCCC. Basic concepts in the institutional research program at DCCC are outlined next, describing criteria and methods for conducting program evaluations and measuring educational outcomes. Samples of student survey and graduate follow-up questionnaires are included. Charts and diagrams displaying actual program and activity costs and projections conclude the section. The final section provides guidelines for a comprehensive needs assessment program, including basic concepts for assessment, planning essentials, and a summary of community needs of adults in Delaware County as actually assessed.

Van Ausdle, Steven L. An Approach to Comprehensive Institutional Planning for the 1980's. Paper presented at the Annual Meeting of American Educational Research Association, Boston, Massachusetts, April 7-11, 1980. (ED 184 634; MF--$0.91, PC--$2.00 (plus postage); 16pp.)

A survey of 35 two-year colleges with exemplary institutional planning systems was conducted to determine the present status of institutional planning and to develop a conceptually sound planning process model. The 35 colleges were asked to complete a survey instrument focusing on over 250 variables; 32 colleges responded. Survey results indicated that successful planning is dependent upon six prerequisite conditions: top-level leadership commitment; experienced staff; development of planning procedures and schedules; broad participation; integration with planning activities. Based on the experiences of the respondents, several requirements for planning model were identified: (1) planning should not be separated from decision-making; (2) planning should be both long- and short-range; (3) it should result in a budget and reflect the goals of the institution's mission statement; and (4) it should be information-

based and provide a means for evaluation. The survey also solicited information on the date of the establishment of the planning office, responsibilities of planning officers and to whom they are accountable, time spent in planning, most valuable sources of planning information, obstacles to planning, and contributions of planning. The report provides diagrams illustrating the planning model developed on the basis of the study and a bibliography.

ERIC materials are received from colleges, universities, research institutions, state agencies, and other education-related organizations and groups located throughout the country. The Clearinghouse invites reports dealing with institutional research as well as reports on other aspects of community/junior college education. Please send two copies of each document you would like to have for inclusion in the ERIC collection to our Documents Coordinator.

As an aid to community college researchers, the Clearinghouse performs two information services. First, our User Service Department conducts online searches of the ERIC data base in response to requests for information; a fee of $20.00 is charged to cover computer costs. Second, the Clearinghouse regularly publishes Information Analysis Products (IAP's) on topics of current interest to community college practitioners. We call your attention to two of our most recent IAP's.

Responding to Community Needs Through Community Follow-up. Mantha Vlahos Mehallis. May 1981.

Adult Basic Education in Community Colleges. John Grede and Jack Friedlander. August 1981.

Single copies are available at no charge from the Clearinghouse for Junior Colleges, 96 Powell Library, University of California, Los Angeles, CA 90024

ERRATA - SPRING ISSUE 1981

Institutional Research and New Program Justification: A State Level Perspective, by Alan Krech.

Page 17 - Second paragraph, change faculty to faulty

Page 19 - After 3 should read, Inclusion of inappropriate respondents - A survey was made to justify the addition of a program for managers in general industry. While retaining a separate program for managers in a specialized industry most common to that area of the state.

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